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meaning and use is evident for such problems as those of recapitulation, the drill period, the much-overworked subconscious and dual self, etc. The result is one of the best aids that we have had in working toward a sane basis of approach to moral education in a sense in which one is not justified in leaving out of account industry, vocation, the claims of modern life, or even nature. In a very real sense limitations become resources.

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The College Mathematics Notebook. By ROBERT E. MORITZ. Boston: Ginn & Co., 1911. Pp. 106. \$0.80.

This notebook was designed for the use of classes in trigonometry, college algebra, and analytic geometry. It can, however, be used to advantage by students of physics, chemistry, and engineering, and is well adapted for use in graphical work and computations of all kinds.

There are ninety-five sheets of squared paper, 15 by 22 centimeters, and five sheets of polar-co-ordinate paper. These pages are ruled horizontally on the reverse side for recording the data and results. The lists of most important formulas of algebra, geometry, trigonometry, and analytic geometry, and seven two-place tables will prove a great convenience in making computations. The bifax binder makes it possible to add or remove pages very readily.

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School Books and International Prejudices. By ALBERT BUSHNELL HART. New York: American Association for International Conciliation, 1911. Pp. 16.

This little pamphlet, published as "No. 38" by the American Association for International Conciliation, deserves a careful reading by teachers of history and those preparing textbooks for use in our schools. It deals primarily with the subject of international wars and their one-sided treatment in many of our textbooks.

Accounts of wars, civil and international, have always filled a large space in our histories. This is due, probably, to three reasons:

First, wars, in modern times at any rate, are usually the volcanic explosions of forces that have long agitated society. They mark the crises in the evolution of a people. For this reason wars have held, and must continue to hold, a conspicuous place in the drama of national development.

The other motives that have led historians to give so much attention to wars are the desire to make their stories interesting and a zeal to inspire feelings of patriotism. It is a question, though, whether the sort of patriotism that is fanned into life only by a spirit of hatred for other nations and peoples is the kind that makes for the most useful type of citizenship. Would it not be possible to create a much more effective civic spirit and to arouse just as